

CSR

The Effects of Collaborative Strategic Reading Instruction on the Reading Comprehension of Middle School Students: Year 1

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Background

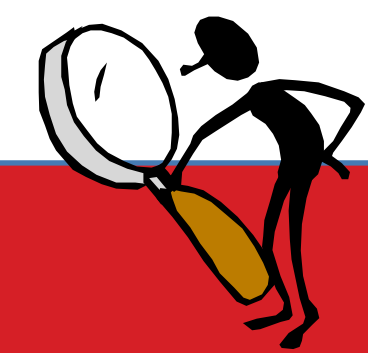
During a 10-year period, Collaborative Strategic Reading (CSR) has been evaluated using quasi-experimental designs, yielding positive outcomes for students with learning disabilities, students at risk for reading difficulties, average- and high-achieving students (e.g., Bryant et al., 2000; Klingner, Vaughn, & Schumm, 1998; Vaughn et al., 2000), and English language learners (ELLs; Klingner & Vaughn, 1996).

This project meets the need for randomized controlled trials to more rigorously assess the efficacy of CSR with adolescent struggling readers.

CSR's Plan for Strategic Reading

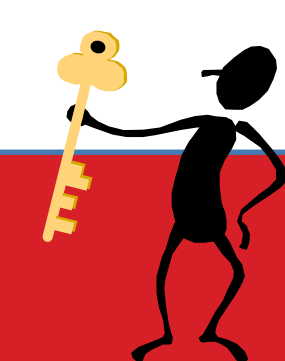
Preview

1. Brainstorm:
What do we already know about the topic?
2. Predict:
What do we predict we will learn about the topic when we read the passage?



Click and Clunk

1. Were any parts hard to understand (clunks)?
2. How can we fix the clunks?
3. Use fix-up strategies:
 - a. Reread the sentences and look for key ideas to help you understand.
 - b. Reread the sentences again after looking for these clues.
 - c. Look for prefixes, root words, and suffixes to help you understand difficult words.
 - d. Break difficult words apart and look for smaller words.



Get the Gist

1. What is the most important person, place, or thing?
2. What is the most important idea about this person, place, or thing?



Wrap-Up

1. Ask questions: What questions check whether we understand the most important information in the passage? Can we answer these questions?
2. Review: What are the most important ideas?



Design

Research Questions

This project is a multisite, multiyear study designed to test the efficacy of a fully developed intervention, Collaborative Strategic Reading (CSR), with adolescent readers. In Year 1, our research questions were:

- (1) Does CSR improve reading comprehension for adolescent readers attending relatively low socioeconomic status (SES) schools?
- (2) Does CSR improve reading comprehension for adolescent struggling readers attending relatively low SES schools?

Procedures

Comparison classes:

- Use methods and materials that teachers typically use in their classes.
- Avoid "bleeding" of CSR strategies into typical practice classrooms.

Treatment classes:

- Implement CSR 2 days per week for 18 weeks.
- Maintain fidelity of implementation.
- Use predominantly nonfiction reading materials aligned with the curriculum.

Research Design

2 Sites • 6 Schools • 17 Teachers • 61 Classes

27

Comparison Classes

17 teachers, 4" 8 students
4(struggling readers

34

Treatment Classes

17 teachers, 4' 8 students
4+ struggling readers

Participants

Students

Category	Comparison	Treatment
Male	53%	54%
Female	47%	46%
White	38%	47%
Hispanic	55%	48%
African American	4%	4%
Asian	3%	1%
Average Age	13.7 years	13.9 years
Average Attendance	6.5 days absent	6.4 days absent
Economically Disadvantaged	53%	53%
Special Education	8%	15%
Limited English Proficient	4%	3%

Teachers

Category	Colorado (N = 10)	Texas (N = 7)	Total
Male	3	0	3
Female	7	7	14
White	9	7	16
Asian/Pacific Islander	1	0	1
Average Education	17.6 years	16 years	16.9 years
Degrees Earned	2 bachelor's, 8 master's	7 bachelor's	9 bachelor's, 8 master's
Average Experience	11 years	8.9 years	10.12 years
Specializations	8 Eng./lang. arts, 6 elementary, 3 secondary, 2 reading, 1 special education, 1 speech	7 Eng./lang. arts, 4 secondary, 4 reading, 2 ESL, 1 elementary, 1 special education	15 Eng./lang. arts, 7 elementary, 7 secondary, 6 reading, 2 ESL, 2 special education, 1 speech

Findings

Data Sources

All students (pretest and posttest):

- Gates-MacGinitie Reading Test, 4th ed. (Gates & MacGinitie, 2000)
- AIMSweb Reading Curriculum Based Measure (AIMSweb ORF, 2007)
- Test of Sentence Reading Efficiency

Subgroup of students not passing state reading test (pretest only):

- Test of Word Reading Efficiency (Torgesen, Wagner, & Rashotte, 1999)

Teachers:

- Four fidelity observations

Fidelity Scores

Scores on Quality of...	Observation 1 Mean (sd)	Observation 2 Mean (sd)	Observation 3 Mean (sd)	Observation 4 Mean (sd)
Scores for fidelity observations in <i>comparison</i> classes				
Instruction	4.81 (1.17)	4.60 (1.40)	4.76 (1.30)	4.58 (1.31)
Classroom Management	4.94 (1.18)	4.60 (1.64)	4.76 (1.64)	5.00 (1.48)
Scores for fidelity observations in <i>treatment</i> classes				
Instruction	4.82 (1.19)	4.76 (1.25)	5.18 (1.38)	4.63 (1.67)
Classroom Management	4.53 (1.46)	5.12 (1.58)	4.82 (1.33)	4.44 (1.82)
CSR Implementation	4.06 (1.56)	4.53 (1.55)	4.65 (1.84)	4.19 (1.64)

Descriptive Statistics

Measure	Pretest Mean (sd)		Posttest Mean (sd)	
	Comparison	Treatment	Comparison	Treatment
Descriptive statistics on all measures for the <i>full analysis</i> sample				
Gates-MacGinitie (n = 782)	95.68 (13.4)	96.35 (13.7)	95.48 (13.4)	97.13 (13.6)
AIMSweb	92.64 (12.1)	91.91 (10.8)	93.46 (11.0)	92.92 (11.0)
Test of Sentence Reading Efficiency	23.49 (7.36)	24.67 (7.17)	29.03 (7.68)	29.22 (7.66)
TOWRE - SW	90.17 (7.40)	90.59 (8.38)	N/A	N/A
TOWRE - PD	91.53 (11.3)	91.20 (10.9)	N/A	N/A
Descriptive statistics on all measures for the <i>struggling readers</i> sample				
Gates-MacGinitie (n = 82)	84.37 (10.0)	85.62 (11.2)	84.25 (9.08)	87.74 (9.95)
AIMSweb	85.81 (8.75)	85.13 (8.01)	86.30 (7.97)	86.60 (7.37)
Test of Sentence Reading Efficiency	18.52 (4.60)	20.30 (5.89)	23.87 (6.34)	24.83 (5.76)
TOWRE - SW	84.48 (5.46)	83.76 (4.62)	N/A	N/A
TOWRE - PD	81.57 (5.52)	82.55 (5.57)	N/A	N/A

Model-Adjusted Means

Measure	Comparison Mean (std error)	Treatment Mean (std error)	$\Delta\chi^2/\Delta df$ (p)
Values adjusted for level 1 model with the <i>full analysis</i> sample			
Gates-MacGinitie	95.87 (.534)	97.04 (.535)	9.91/1 (.002)
AIMSweb	93.42 (.447)	92.53 (.433)	1.13/1 (.287)
Test of Sentence Reading Efficiency	28.75 (.61)	29.27 (.35)	.41/1 (.522)
Values adjusted for level 1 model with the <i>struggling readers</i> sample			
Gates-MacGinitie	84.52 (1.33)	87.66 (.961)	3.38/1 (.066)
AIMSweb	86.44 (1.42)	86.32 (.84)	.01/1 (.920)
Test of Sentence Reading Efficiency	24.25 (.96)	24.63 (.68)	.15/1 (.699)